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ABSTRACT

A major challenge facing U.S. society is how to bring the massive groups of underemployed and unemployed minorities into the mainstream of the labor market. These groups will soon comprise 22 percent of the labor market and will be expected to take over positions requiring increased skill levels, but for generations they have been hindered in acquiring necessary skills. Barriers to employment faced by ethnic minority groups, particularly families in poverty and young adults, are discrimination, restriction to occupations that are below their skill levels, the persistence of poverty, and dropping out of school. Approaches that may help in obtaining education and work skills include saturation selection and training; emphasis on small groups rather than individuals; mentoring; alliances among schools, homes, and training programs; and internship programs. Efforts must be made to increase the involvement of parents and extended family members, along with the child, to increase the achievements of school children. Well-funded preschool programs that involve children and their caretakers are needed, beginning with the mother's pregnancy. Welfare availability contributes only about 10-14 percent to the existence and growth of single parents and poverty. Limited economic opportunities of black and Hispanic males prevent marriage. The majority of single mothers have been previously married. Adolescent pregnancy is now declining among blacks and increasing among whites, although early pregnancies are a continuing problem in all communities. (The paper includes recommendations and 42 references.) (CML)

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25. CULTURAL ISSUES AFFECTING LABOR FORCE PARTICIPATION

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One of the major challenges facing our society in the twentieth century will be how to bring the massive groups of underemployed and unemployed minorities into the mainstream of the labor market. They will soon comprise a significant number of younger workers, 22 percent of the labor market. They will be asked to take over positions requiring increased skill levels, yet for generations they have been hindered in acquiring necessary skills.

Racism and discrimination have taken their tolls on the population in general. On both sides, centuries of myths and generalizations have interfered with the true integration of individuals into the labor market. The policy recommendations presented here grow out of a review of these barriers to employment faced by ethnic minority groups, particularly families in poverty and young adults.

Workforce 2000, recently published by the Department of Labor (1987), describes several trends in the workplace that will influence the future working population:

1. Jobs will demand much higher skills than the jobs of today. Very few will be held by people who cannot read or use mathematics.
2. Service industries will create the new jobs and most of the wealth, rather than manufacturing jobs as in the past.
3. The workforce will be older. The median age will be 39 years in 2000, compared to 36 today.

4. A greater proportion of women will be employed. They will constitute 47 percent of the work force, and 80 percent of women between the ages of 25 and 54 will be working.

5. The U.S. workforce will grow slowly during the remainder of this century.

We need to examine the impact of each of these trends on members of currently disadvantaged ethnic minority groups.

Discrimination

The median income of American families in 1987 was $32,274, an increase of 1 percent over 1986 income, making it the highest in history. However, people of color averaged far less--the median income was $20,306 for Hispanics and $18,098 for African Americans (Census Bureau, 1988). The government set the poverty line in 1987 at an annual income of $11,611 or less for an urban family of four. The percentage of White Americans who earned less than the poverty level fell to 10.5 percent, while more than 33 percent of African Americans met the poverty criterion (Census Bureau, 1988).

These statistics tend to support the view of many Americans that minorities form a monolithic mass. In fact, American society has always included a wide variety of races and ethnic groups, existing at different points on the economic and social scales. Minority families can be found in all social classes, lifestyles, religious groups, and geographic areas, the same as families from dominant groups. Although a large proportion of persons of color have been very poor, a sizable

number are working class families, and a solid group is comfortable and achieving (Frazier, 1968; McAdoo, 1988; Willie, 1988).

The real problem behind the differences in median income is that individuals who work are paid at differential rates, based more on group membership than on education and experience. And women of all races are paid lower wages than white males doing the same type of work (U.S. Bureau of Labor Statistics, 1979; Williams, 1988).

By the year 2000, these disparities will be even greater. African American, Native American, and Hispanic men and women now hold mainly unskilled jobs. Jobs requiring the least amount of education and training are projected to decline. High-skill jobs are projected to grow very fast. Minorities will be forced to increase their marketable skills in order to improve their labor market situations. Unless drastic policy changes are made throughout the country, we may see the writing off of a large part of these population groups in the American labor market.

Many diverse concepts have been put forward to explain the lack of economic progress for Hispanics, Native Americans, and African Americans. One explanation that has gained wide acceptance is that poor, but particularly black, families have increasingly become bifurcated into two groups, the underclass and the middle class (Wilson, 1988). This explanation is appealing because it provides ready answers to a difficult situation. This attempt by sociologists, psychologists, and the media to present the situation in a new light conveniently masks the fact that poverty is an age-old phenomenon.

Poverty is evident among both rural and urban citizens in increasing numbers. Nonmetro poverty rates were higher than poverty rates in U.S. central cities. Poverty for youth and children increased twice as fast in nonmetro areas as it did in metro areas (Select Committee on Children, Youth, and Families, 1989). The net rural outmigration, the loss of jobs, and the decline of the family farms have resulted in more young people who need the skills that could come from job training.

This oversimplifies the real economic differences and does not reflect the social isolation and the lack of jobs in the large northern urban centers and southern and midwestern rural locations. It does not explain the perpetual poverty that has existed for generations all around the country (Farley and Allen, 1987).

Only in moving toward a society in which descent is irrelevant will we begin to eliminate job inequities. Discrimination and economic isolation are common experiences for all people of color. Joseph Califano, former Secretary of Health, Education, and Welfare, stated, "Racism haunts the American attic like a malevolent specter, denying peace to any who would live in the house." In recalling his years as Secretary, he noted that "our vigorous enforcement of civil rights laws on behalf of women, Hispanics, and the handicapped met with relatively modest resistance." However, he went on to say that "similar action on behalf of blacks often sparked fierce opposition" (Califano, 1989).

Occupational Levels for Minorities

Ethnic minority men and women now hold jobs that are proportionally different from those held by the total population. Table 1 shows the ratio of each ethnic group of color to the white population for each occupational level, for each gender. People of all races have been limited to occupations that are below their skill levels (Children's Defense Fund, 1986).

Table 1. Occupational Distribution Ratio of Groups of Color to White Population

	Groups of Color							
Occupation:	African American		Asian American		Native American		Hispanic American	
Sex:	F	M	F	M	F	M	F	M
Employed	1.07	1.08	1.39	1.90	1.82*	2.95	--	--
White Collar	1.59	1.39	.96	1.03	2.04	1.50	--	4.70
Blue Collar	.85	.77	1.42	.88	.77	.68	--	1.54
Farm	1.08	1.56	1.03	1.20	.66	.78	--	--
Service	.49	.56	1.03	.35	.57	.57	--	.13

Source: U.S. Department of Commerce: A Statistical Analysis. Women in the United States. Series PP-23, No. 100. Washington, D.C. 1987.

*For example, 82 percent more white women are working than Native American women, and almost three times as many Native American men are not working, when compared to white men. There were 39 percent more white women working than Asian American women. On the other hand, 59 percent more white females are in white collar occupations than African

American females, while 42 percent of Asian women are in blue collar occupations compared to white.

This table clearly illustrates the racial and ethnic differences that exist in the proportions of people who work full time and the types of jobs they hold. If we are to prepare the next generation of workers to enter into markets that are designed to be highly skilled, we will need to make certain policy recommendations that will open up these markets to persons regardless of race, ethnicity, and gender.

Gender differences are found in the distributions of occupations within the primary and the secondary sector. These differences vary across the labor market segments. Lorence (1987) used several log-linear models and found that broad occupational category, gender, and labor market differences do exist. Professional occupations make up 89 percent of the detailed occupations for males, but only 57 percent of the occupations in the female upper-tier, primary market. These differences are found in the lack of integration of women into the full range of military roles and ranks (DeFleur, 1985). But differences are also found in traditional occupations such as nursing, teaching, and clerical jobs. It appears that separate and distinct occupational labor markets exist for women and for men. These disparities are carried over in both the treatment and attitudes of men and women workers. We do not have a single labor market as had been previously hypothesized.

These differences are the basis of the continuing poverty of different groups within our society. It marks one of the most persistent problems that people in these groups must face. This problem can only be overcome by moving toward the elimination of occupational

differences that exist between groups. Women and minorities must have equal opportunity for jobs in order for earnings inequities to narrow. It is a problem that did not occur overnight, and it is expected that it will not be eliminated overnight. The need is evident to move in the direction of equity, regardless of race, gender, or ethnicity. Youth must be prepared to take advantage of the increasing job opportunities expected to be available in the high-skill job categories.

Efforts to Overcome Poverty

Isabel Sawhill (1988) of the Urban Institute reviewed economic and sociological studies and concluded that the failings in the American economy can be found in the persistence of poverty. The War on Poverty has been stigmatized for not having changed the situation for women and children. Sawhill indicated that the large sums that were spent on the War on Poverty did not go directly to the targets. They went instead to middle class purveyors involved in these programs. In fact, only 50 cents or less on the dollar ever made it to women and children.

Sawhill estimated the percentage of poverty that occurred from several sources. Demographic changes, for example more single mothers, increased poverty by 1.3 percent, while unemployment increased it by 2.4 percent. The continuing trend of more women assuming parenthood alone, in contrast to having a husband to provide support while the mother takes care of the children, is a major asset.

Sawhill stated that the increases that were due to demographic changes were offset by reductions in poverty that came from many sources. There was a reduction of 3.3 percentage points that came from

the growth of cash benefits programs. Targeted education and human capital programs caused 0.4 percent; and 0.1 percent reduction in poverty came from the overall growth of the economy. The overall net reduction in the national poverty rate was 0.2 percentage points. In other words, we have yet to factor out the real causes of poverty, particularly among families of color.

Sawhill states that the greatest impact of persistent poverty has been the slow overall growth of productivity and wages in the economy during the past two decades. Also indicted is the growing gap in earnings between the more affluent and those who are poor. Added to all of these is the high level of unemployment, which has its greatest impact on people with fewer skills and less education. The only exception she found was Social Security, which has cut sharply into the poverty rate of the elderly. Some human capital programs such as Head Start, the Job Corp, and some education and training programs have had some impact on reducing poverty. But they are not great panaceas because the levels of spending have not been high enough. These programs produce only 5 to 25 cents of antipoverty impact for every dollar spent.

The changes with the strongest impact on poverty were those related to families and unemployment rates. The unemployment rates in the early 1980s were very high compared with the low rates of the late 1960s, a time of relative prosperity, making it difficult for many workers to find jobs.

Ethnic Minority Youth

The major concern in the coming years relates to the young men and women who have given up hope and who drop out of school. In many ways, they have become a 'throwaway' generation. In the past decades, U.S. society has been able to discard them, but no longer can it do this. All sections of the population will need to be gainfully employed. Approaches are now needed to readdress the job related concerns. Approaches are now needed to readdress the concerns of African American, Hispanic, and Native American youth.

One important approach is to examine the hypotheses put forward about these groups. Are they accurate or do they have built-in biases? Will they help lead to effective policies or will they perpetuate inequities? Are there areas of knowledge from these diverse cultures that could be incorporated into new policies? These questions must be asked and answered before effective policies can be formulated.

Knowledge of the strengths of minority groups can be helpful in working with their young people. It is important to be aware of aspects of their heritage that have been helpful in the past, as members of groups have coped with adversity and difficulties related to employment and achievement. Many of these attributes have become known as strengths. They are areas that could be reinforced as programs are designed to help youth develop the skills that are needed in the marketplace. Some of these patterns are common to all subcultures (McAdoo, 1978, 1987):

- Group members are involved with and have frequent interactions in close kin-help patterns.

- Extended family arrangements are common. They often include friends who become as kin--often as fictive kin, in which nonrelatives assume the responsibilities of kin.
- Poverty is widespread because of isolation from economic and social support of the broader community.
- Problems often occur when the child leaves the family and ventures forth into conflicting values.
- The wider society views them in a stereotypical manner. This view does not allow differences in behavior.
- Ethnic groups suffer a lack of respect for their cultural uniqueness.

These patterns hold true for Hispanics, Asian Americans, African Americans, and Native Americans, as well as for other immigrant groups. A reaffirmation of pride in their ancestral group has become universal, as they attempt to build cultural and emotional barriers against the perceptions and actions of the dominant culture. We need to assist them and not detract from these movements. Rather than look upon the movements with a fear of members of minority groups becoming more separate, individuals need to understand that the emphasis is an effective coping strategy against stress. We need to emphasize the value of diversity (McAdoo, 1969), rather than stress the lack of diversity as being a sign of acceptance.

Selective Education and Training for the Disadvantaged

One common element is the great faith that ethnic minorities have in education. This may appear paradoxical when one looks at the lack of educational advancement for which these groups are known. Minority family members have to accept the fact that support for their aspirations for higher achievement is seldom found in the public schools. It is impossible to obtain an education and worker's skills in a school where many of the teachers are themselves untrained, where self-esteem is not enhanced, and where upward mobility is devalued. It is also difficult to work with children when parents have given up hope, when they are dependent upon drugs and alcohol.

There is one approach that would reinforce the patterns of many of the target groups. It could be referred to as "saturation selection and training." Such an approach is often extremely effective with disadvantaged youths and their families. This method is related to the social interaction, extended family helping arrangements, and economic isolation from the wider community of the labor market. Saturation training is an approach that would select clusters of persons to whom training will be given. Emphasis will be less on the individual and more on the social aspects of the experience. Under this approach more than one individual in a community will be selected to receive intensive training and job skills. An individual may be able to gather all of the education and skills that are needed, but they are often then left in isolation. When the individual returns to the community of origin, one that is part of his culture, this person may not have contact with persons who have also changed and grown. The group support and

encouragement that are needed to sustain the changes in the individuals will be missing.

The individual will not be sent alone to a job training site, such as is now done with the Job Corps. Clusters of persons from a community will be targeted as they are selected to be trained. Clusters may be members of a graduating high school class; youth members of a cluster of churches; or all of the youth who live in a ten block area or census tract of the city. The social aspects of remaining in a group could help avoid the high drop out rate. They will be able to reinforce each other and they could pass knowledge on to each other. They will then be available to each other when they return home. The group element may offer encouragement that will be necessary to increase the labor market motivation and participation of disadvantaged youth.

The use of clusters will place the emphasis on small groups, instead of the emphasis being placed on individuals. It would be consistent with the cultural components of Native American, African American, recent Asian and South American immigrant youth. This approach has begun to show prospects in the collective use of scholarship aid and counseling to provide college education for a class within a particular school (Disenhouse, 1989; Fiske, 1989).

Mentoring is an element that is now occurring and is consistent with earlier cultural patterns (Mangan, 1989). The use of alliances between schools and the home, and between training programs is a growing effort that is beginning to show results (Daniels, 1989). Internship programs will allow the youth to work alongside skilled individuals. This will allow them to reinforce the skills that they have been taught.

The use of the culture of the youth in many ways will reinforce elements that will be supportive of greater retention of skills and education.

Family Members as Role Models for Children and Youth

Children need role models of parents who work every day if they are going to want to be successful themselves. It is important that efforts be made to increase the involvement of parents and extended family members, along with the child, in order to increase the achievements of the present generation of school children. Programs will need to be designed to increase cross-age education in order to get to the child and remove the family from welfare dependency. A program with a good orientation, the Kenan Trust Family Literacy Project, was started by Sharon Darling in Kentucky (Fiske, 1989). Both mothers and their children go to school--the mothers to become literate and to finish high school, the children to attend their regular classes. This gives the children a different and important view of the importance of education. They receive this message when there is still a chance to succeed.

The focus should be on both parents and not on just the mothers. Males have traditionally been left out of such programs. The child needs to have both parents in the programs. Young men are given opportunities to become involved with their children. They should be given opportunities to interact and parent their children on a frequent basis. They should be given help with basic literacy and be helped to receive training for future jobs. If these things are done, we should see a decrease in out of wedlock pregnancies and possibly an increase in marriages, as these fathers become productive citizens.

Children start school at approximately the same level, according to standardized achievement tests, but quickly began to diverge into class- and gender-appropriate groups. Alexander and Entwisle (1988) have demonstrated this through their extensive longitudinal study of children in schools in Baltimore. They included children in all black, all white, and integrated schools; they included children from middle class, working class, and poverty classes of both races. By the end of the second grade period of standardized testing, a marked difference was found, both by race and by gender. Middle class whites had begun to move up, and girls had begun to diverge in mathematics. While they were originally equal in achievement, the expectations of class and gender began to become evident.

In order to move minority children up in grade school and later, it will be necessary to have well-funded preschool programs that involve the children and their caretakers, regardless of who these persons may be. These programs will have to begin with the mother's pregnancy, for much damage can be done before the child can be caught in a Headstart program. Headstart programs need to be extended to all who are eligible. Its programs of education, medical care, good nutrition, and mobility ladders for the mothers are very much needed if we are to encourage success in the lives of these families.

There is a real need for parents to become more involved in promoting the achievement of youth. The involvement of parents will offset the lower expectations that are held about minority children. Parents and individuals of middle class status, who have been able to achieve, should demand higher standards within our schools. They will

have an impact on achievement of youth that may be greater than increases in Federal spending (Johnson, 1989).

Cultural Issues Related to Women and Work

Other papers have been commissioned that will address the issues of women and the policy recommendations that are needed to overcome many of the problems that we face in the future in relation to women and families and work. It may be assumed that the recommendations that are made for women will also apply to the minority women. In fact, because of the one-half of minority families who have only a mother who can bring earnings into the home, those recommendations are even more important to the women of color within our society.

Occupational segregation of men and women declined as the result of the entry of more women into traditional male occupations (Brown and Pechman, 1987). However, occupational segregation is still very high. Women and men have different labor market experiences and the internal labor market structures differ for women (Hartmann, 1987). More women work part time because of domestic responsibility. Gender differences are therefore still an important part of the workplace.

We must be aware of the differences in the experiences of women that are caused by the interaction of gender, race, and ethnicity. Demographic differences should be placed in a context of race differences (Farley and Allen, 1988).

Families are constantly changing. In the past, many men were able to make a decent "family wage" by themselves. This traditional family wage allowed many women to remain at home and concentrate their efforts on the family. References are often made to these times as a period

when women concentrated on hearth and home. We must not forget that conditions then were such that someone was required to remain at home to attend to the preparation of food and housekeeping. With the invention of laborsaving devices and faster food processes, women were no longer tied to the household.

This not an accurate presentation of the actual experiences of many women. While many women are just entering the labor market, others have always worked part time. Or they have combined family obligations along with work in family-oriented enterprises, on family owned farms and in stores. In these environments women were able to work and still parent their children. Many black women have always been in the labor market. They did not have an extended period of domesticity. Now women of all races have continued to enter the labor market in growing numbers. The economics of the present period now require that every person's wages are needed by the family.

The Issues Related to Single Mothers

There have been major changes that have occurred in the marital status of minorities (McAdoo, 1987). These changes have contributed to the growing diversification that has occurred as the middle class has become more secure and the working and lower classes have become more insecure and impoverished. But the major increase has been in the number of children who are living with only their mothers (see Table 2). Fewer married couples are maintaining that status throughout the early lives of their children. This higher level of black single mothers, when compared with the higher rate of white and Hispanic rates of

married couples with the spouse present, means that fewer resources are available for the family.

There has been a continuing debate within the black community about whether or not there is an imbalance in the male-female ratio. There are more females; men are heavily involved with the criminal justice system, and drug dependency takes its toll. It is more difficult for females to become married.

Table 2. Marital Status of American Women Over Age 15 By Race in 1987 (in percentages)

Marital Status	Race of Women		
	White	Black	Hispanic
Single, never married	20.9	36.4	26.6
Married, rpouse present	56.4	32.4	50.6
Previously married:	22.7	31.3	22.8
Married, separated	2.7	8.9	7.6
Divorced	11.8	10.8	6.8
Widowed	8.2	11.6	8.4
	22.7	31.3	22.8
	100.0	100.0	100.0

Source: Bureau of Census, unpublished data; American Woman Today 1988-89, A Status Report.

The increase in single mothers is an issue that is having a great economic impact on the entire society. The reason is being debated by demographers, sociologists, and psychologists all over the country. There is no consensus as yet, but the debates have settled down to two reasons: (1) the availability of welfare; and (2) the limited economic opportunities of Black and Hispanic males that prevent marriage, even when there is a pregnancy imminent. While the former is appealing as an explanation, studies have shown that the presence of welfare only

contributes about 10-14 percent of the existence and growth of single parents and poverty (Sawhill, 1988). The second reason is probably the more accurate and descriptive of the events that are occurring in urban and rural communities.

Table 3. Levels of Single Parents, 1960, 1980, 1988

(in percentages)

Levels	1960	1980	1988
White	7%	15%	19%
Black	22	46	54
Hispanic	NA	21	30

Status type	Divorced	Never Married
White	50%	50%
Black	46	54
Hispanic	67	33

Source: Bureau of Census, unpublished data. Quoted by Spencer Rich. Washington Post February 16, 1989, A7.

Single mothers are a combination of women who are single and never married, previously married but now separated, and widowed women. Divorce is a major problem for blacks and whites, but not for Hispanics. More females (31.3 percent) than males (16.9 percent) were previously married, but now single. They are now single as the result of marriage breakup or death.

The majority of single mothers have been previously married and are not single mothers due to adolescent pregnancy (see Table 3). Half of all single mothers have been married and half have not been married (Glick, 1988). Adolescent pregnancy is now declining among blacks and increasing among whites (Edelman, 1987). However early pregnancies are

a continuing problem in all communities, but especially those of color. The future of these families, and of these children, will rely on jobs being made available to single mothers who are increasingly carrying more of the burden of young children.

Single status is a real economic burden for these women. Men tend to remarry within two years and women average a thirteen year wait (McAdoo, 1987). This period of time is important, for women are economically vulnerable when they parent alone. When a woman decides to parent alone, she then faces many financial hurdles.

The other source of single mothers is adolescent pregnancy. The level of adolescent pregnancy among blacks has declined over the past few years, while the level among whites has continued to increase (Edelman, 1987; McAdoo 1987). What causes this proportionately higher level of adolescent pregnancy in African Americans? There are many reasons for premarital pregnancy: ignorance of contraceptive approaches, sexual manipulation of young girls, and unplanned accidents. The element of planned pregnancy is true for some because the teen needs someone to love (Dash, 1989).

The incomes of black women have been presented as higher in relation to black men (73 percent of black male earnings) than the incomes of white women in relation to white men (55 percent). Yet black women are the lowest paid of these groups, for they earn only 93 percent of the pay that white women earn. One must be careful in comparing blacks to blacks when looking at overall family levels. The white male average is the national criterion against which family income levels should be judged. Black women's earnings average 51 percent of white males' earnings; white women average 55 percent, and black men earn 71

percent of that earned by white males (National Committee On Pay Equity, 1987).

Decreasing Too Early Pregnancy

Prenatal care should be made available through the use of home visits by nurses to low income areas. This would start as soon as the woman finds out that she is pregnant. The mother would be taught the basics of child rearing and care for herself. A similar program was started by David Olds in Elmira, NY. Over nine years they found, using a sample of 350 women, that there was less child abuse, healthier babies, and the mother had better employment and educational achievements (Rich, 1989).

As the mother's education increases, especially if the mother finishes high school, the likelihood of marriage is increased (Testa, 1989). Yet the interaction is not taken into consideration by those who are designing programs of prevention and help. Programs rarely involve the fathers, but concentrate only on the mothers.

One of the best means of avoiding too early pregnancy is to increase the perception that educational and occupational achievement is possible. This means that changes are necessary at the early school grades to enable the girls to feel that there are opportunities for them beyond maternity. For when girls feel that they have a possibility of having an alternative future, then they will tend to be better contraceptors.

Cultural Issues Related to Young Men

Women cannot be viewed out of context with the interactions that they have with men, particularly young men. Early parenting outside of marriage is the result of an interaction between the stressful situations of both young men and young women. The increase has been related to the increasing levels of unemployed and underemployed young men in the communities. When pregnancies outside of marriage do occur, young men without jobs tend not to get married, as they did in earlier times (McAdoo, 1987).

There is a growing decline of black males in the educational system, and in life expectancy (Nickens, 1989). Their enrollment in college fell from 4.3 percent to 3.5 percent in the period between 1976 and 1986. In the same period, black women maintained their proportion of college enrollment of 5 percent (Wilson, R., 1989a). This is one more imbalance that will make it more difficult for marriages to occur and to have two parents, with steady incomes, to bring up the next generation of children.

The one issue that has the potential to have devastating impact on African American families is the volatility of the situations of young males. Poor males are increasingly involved in self defeating, violent, and drug-related activity. They are not equipped to take advantage of the new jobs that will be opening up. When boys have alternatives and perceive that there is a future for them, then they are less likely to turn to life options that are destructive and illegal. When there are other means for approaching adulthood, then making babies will not be the only means of establishing manhood.

Inner city youth must be able to develop entrepreneurial skills. They must be assisted in learning the mind set that will enable them to be able to use and develop expertise in ways of making money that are legal. They need to develop a "marketplace mentality" that is not often taught in the home. Schools could help teach these skills. This is one area where community persons can come in and provide leadership. Mentoring programs are particularly capable of applying marketplace skills and technology that could be taught in the schools. Applied technology could be reinforced as part of the community cultural environment.

Youth will need to be able to obtain job training that is realistic. They will need to be literate and have the basic skills that will allow them to enter the labor market of the 20th century.

Recommendations

I. Families in Poverty

A. Federal And State Governments

1. In order the make positions attractive and to reward persons for their work regardless of gender, race, or ethnicity, efforts must be made to erase inequities in wages. Jobs must pay for the work that is completed and not the person who is doing the work.

2. We will need to move toward the erasure of occupational discrimination. By being aware of the inequities and dislocations that exist in the occupational categories, we then can move on to make specific guidelines on employment and retention.

3. There should be full enforcement of the Civil Rights Act and the EEO laws. Specific jobs need to be monitored in order to ensure that there is adherence to all of the tenets of civil rights in job hiring and retention.

4. Tax benefits can be offered to companies that hire and advance members of minority groups and women into occupations in which they are underrepresented.

5. The federal and state governments should begin by first hiring all employees regardless of race and gender in order to promote equity.

6. There should be continued enforcement of the child support laws, through the use of income tax returns and attachment of wages. A nation-wide level should be established, based on the number and ages of the children.

7. Uniform support payments should be made by fathers to mothers. They will be used to augment welfare payments and should be made available to mothers who are not on welfare. The payments should be made regardless of the mother's employment level.

B. Private Industry

1. Efforts must be made to reach out to parents and youth in clusters in communities to involve them in obtaining the job skills that are needed. Groups of youth can be given training, rather than individuals, that will reinforce the retention of skills.

2. Employees should be reminded that fair employment is the law.

3. Consultants can be hired to help firms understand and implement EEO laws. This will allow a financial opportunity in addition

to making the correct actions. Segregation that exists would be eliminated in apprentice programs that are run by certain unions.

4. Contractors should be eligible to offset the wages that are paid to hire single mothers, AFDC recipients, and women who are in training for the new skills that will be opening.

C. Public Schools

1. Students should be integrated on all courses, in order to help eliminate the bias that have traditionally been in place for the segregation of the sexes. For example, girls should be allowed and encouraged to take the technical courses that will prepare them for the new jobs that will be emerging. Boys should be encouraged to take home economics courses so that they will be able to be more involved in the shared care of children and elderly in the future. They will both be encouraged to take the courses that will lead to higher skills, such as in computers, mathematics, and science courses.

2. Parents and community persons must become more involved within the schools. Only they will be able to reinforce and help maintain the raising of standards in the schools. They will be in a position to help youth target the market place skills that are needed now and in the future.

II. Young Parents and Single Parents

A. Federal And State Governments

1. Part time workers should be employed at the same levels, with benefits, as those who work full time. This will allow women to work, and to still take care of elderly, infants, and young children.

2. Provisions should be made for free or low cost care for dependent adults and children in a variety of settings: home care, family care, respite care, center care and work site.

3. Part-time placements in centers will be necessary and should be made available through funding from the state or federal government.

4. The first pregnancy must be avoided. The present rules tend to prevent fertility information being made available until a child is born. It is too late to prevent educational deprivation once a child is born. Information should be routinely made, to both males and females, starting in the sixth grade. Federal rules referring to sex education and fertility control should be eliminated.

5. Families live in a diversity of living arrangements and family structures. Teen mothers should not be forced to stay with their family of orientation and should be allowed to use benefits with other extended family members. They are often pregnant as the result of incestual sexual abuse and should not be required to remain at home.

B. Private Industry

1. Families tend to prefer home care, then center care, and then on-site care. Subsidies should be made to allow for a variety of child care arrangements.

2. Tax incentives should be provided to private firms that have child care and elder care centers on their work sites or clustered with other firms in a central location. This care must be provided for persons who are dependent upon those people who are required to work other than the regular workday.

3. Sick child and elder care is a priority. Special tax incentives and programs are needed to ensure that they will be available. Separate rooms, with a nurse in attendance, is the preferred care at the regular care centers. Mothers are unable to leave work to carry dependents to another site.

4. Centers should be set up that are similar to those that were established during World War II. When mothers worked in defense plants, they brought their children in early and also brought an empty casserole dish. When the mother returned in the evening, she was given a filled dish to take home for dinner. This would alleviate some of the strains of working, child care, and food preparation.

5. The overdependence on unhealthy fast food should be cut. Many children will go through the entire week on hamburgers, for the mothers are simply just too tired to cook. Firms can have meals ready to take home for a small fee.

C. Public Schools

1. Girls must be made to feel that there are other alternatives to adulthood, other than through motherhood. Programs should be started in elementary school to allow them to: (1) learn about career opportunities; (2) learn the basic skills that will be required in futures other than those that include babies; and (3) increase their self esteems and future expectations.

2. Child care sites should be in every junior and senior high school that has a pregnancy or drop out rate of 20 percent or higher.

D. Higher Education

1. Child care programs should be on site at every junior college and community college in order to help more single mothers and young women and men to seek higher education.

III. Young Males

A. Federal And State Governments

1. Realizing that the low involvement of young men in the labor market is strongly related to their inability to marry, even if a childbirth is imminent, it is necessary to design approaches to move them into the education and job training that will allow them to have the needed skills.

2. Fathers of children born to teens must be made to be responsible for their children. Child support payments should be mandatory, as if they were married.

B. Private Industries

1. Funds will need to be obtained from foundations in order to try new approaches and the run experimental programs to provide job skills and training. We must be sure that organizations who set up programs are not allowed to "cream" off the better prepared participants, and attempt to get support for a particular type of program.

2. There is a need for many different types of programs that address the different needs of different geographic, service areas, and industrial needs that must be met with trained workers.

C. Public Schools

1. Every attempt should be made to reach Hispanic, Black, and Native American young men to help them remain in school. We need to

get to these youth before the attraction of the drug markets and other illegal activities becomes too great.

2. They will need to be exposed to role models in elementary school, and in later years, that will instill in them continuous images of people who were from their own groups who had been able to be upwardly mobile.

3. Masculinity is a concern for this group. If one is not allowed to demonstrate male adulthood in socially acceptable ways, then non-legal and socially unacceptable avenues will be assumed. Making a baby is one of these avenues that too many take for no other ways are open for them. They will need to be repeatedly exposed to programs that would equate supporting a baby and its mother with the true handmark of a man.

4. School and literary program, such as the previously mentioned Family Literacy Project, should be instituted for men who have dropped out of schools. The concept however is the same: they will help their children by helping themselves. The details of the programs need to be geared to males, for they will not be able to enter freely in a program designed for females. Programs of skills training and literary will need to be separate from those designed for women, but should allow interaction between both programs.

D. Higher Education

1. Post secondary programs will have to be instituted that give skills training, job related instruction, and work skills; at the same time basic literacy will need to be stress. All are geared to the service and industry needs of a skilled population.

2. Financial aid is needed by many students from minority groups. Grants and loans are an acceptable means of achieving the goal of higher education. More funds need to be made available.

3. There is, however, a growing sentiment that there should not be a "free ride." For this reason a suggestion has been made that students should volunteer their services to the military or to National Service for two years before college (Wilson, R., 1989b). Under such a plan the youth would work in their home community, earn a pay that would cover basic needs of food, shelter, and medical care. At the same time an amount of approximately $100-150 per week will be set aside in a trust fund for later educational expenses. In this manner a youth can work and earn $10,400 for college expenses.

IV. Research

A. Federal And State Governments

Requests for proposals will need to be issues by the various Departments of the government that will look at the means that are most effective in reaching and retaining minority individuals.

B. Higher Education

1. More university research should be funded on the most effective means for teachings low income students to ensure that they have the basic skills and advanced training that will be needed for the new jobs.

2. We will need to look more closely at the individual ethnic groups and establish areas that may be built upon to enhance achievement of the skills that are needed.

3. Universities will need to mount research to find ways to prevent the first pregnancy. Many funds have been spent on avoiding

pregnancy, but only on girls who have had children. We need to know more about the appeal of having babies and to find out if the prospects of achieving education is indeed the only way to ensure that the mother receives an education.

4. In light of the trends that are expected for the year 2000, universities should be invited to be innovative in solving the problems of moving low income, minority youth and more women into the future labor market.

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